

Murray-Lasaine Elementary

961 Riverland Drive
Charleston, SC 29412

Grades	PK-5 Elementary School	
Enrollment	207 Students	
Principal	Lara Latto	843-762-2765
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	873-760-2635

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	43	69	13

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Below Average	No
2004	Below Average	Unsatisfactory	Yes
2005	Below Average	Below Average	Yes
2006	Below Average	Average	Yes

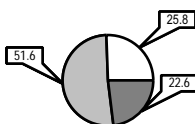
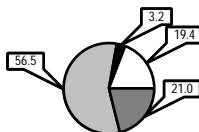
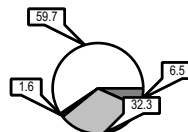
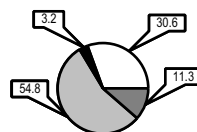
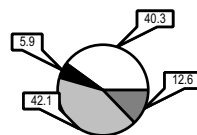
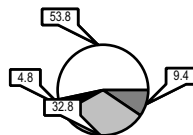
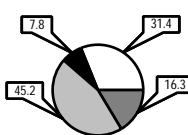
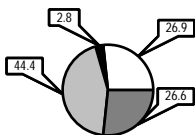
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	67	92.5	22.4	55.2	22.4	0.0	39.7	Yes	Yes
Gender									
Male	23	87.0	27.8	55.6	16.7	0.0	27.8	N/A	N/A
Female	44	95.5	20.0	55.0	25.0	0.0	45.0	N/A	N/A
Racial/Ethnic Group									
White	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	53	90.6	28.9	53.3	17.8	0.0	33.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	57	100.0	22.6	52.8	24.5	0.0	39.6	N/A	N/A
Disabled	10	50.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	67	92.5	22.4	55.2	22.4	0.0	39.7	N/A	N/A
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	63	92.1	24.1	53.7	22.2	0.0	40.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	56	92.9	22.0	52.0	26.0	0.0	40.0	Yes	Yes
Full-pay meals	11	90.9	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	67	92.5	13.8	60.3	22.4	3.4	46.6	Yes	Yes
Gender									
Male	23	87.0	16.7	55.6	22.2	5.6	44.4	N/A	N/A
Female	44	95.5	12.5	62.5	22.5	2.5	47.5	N/A	N/A
Racial/Ethnic Group									
White	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	53	90.6	15.6	66.7	17.8	0.0	42.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	57	100.0	15.1	62.3	18.9	3.8	45.3	N/A	N/A
Disabled	10	50.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	67	92.5	13.8	60.3	22.4	3.4	46.6	N/A	N/A
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	63	92.1	14.8	59.3	22.2	3.7	48.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	56	92.9	16.0	56.0	24.0	4.0	52.0	Yes	Yes
Full-pay meals	11	90.9	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	67	94.0	59.0	32.8	6.6	1.6	8.2
Gender							
Male	23	87.0	57.9	21.1	21.1	0.0	21.1
Female	44	97.7	59.5	38.1	0.0	2.4	2.4
Racial/Ethnic Group							
White	10	100.0	I/S	I/S	I/S	I/S	I/S
African American	53	92.5	64.6	31.3	4.2	0.0	4.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	57	100.0	58.5	32.1	7.5	1.9	9.4
Disabled	10	60.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	67	94.0	59.0	32.8	6.6	1.6	8.2
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	63	93.7	59.6	33.3	5.3	1.8	7.0
Socio-Economic Status							
Subsidized meals	56	94.6	56.6	34.0	7.5	1.9	9.4
Full-pay meals	11	90.9	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	67	94.0	29.5	55.7	11.5	3.3	14.8
Gender							
Male	23	87.0	21.1	47.4	21.1	10.5	31.6
Female	44	97.7	33.3	59.5	7.1	0.0	7.1
Racial/Ethnic Group							
White	10	100.0	I/S	I/S	I/S	I/S	I/S
African American	53	92.5	35.4	54.2	10.4	0.0	10.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	57	100.0	24.5	60.4	11.3	3.8	15.1
Disabled	10	60.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	67	94.0	29.5	55.7	11.5	3.3	14.8
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	63	93.7	29.8	56.1	10.5	3.5	14.0
Socio-Economic Status							
Subsidized meals	56	94.6	30.2	52.8	13.2	3.8	17.0
Full-pay meals	11	90.9	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	16	100.0	7.7	76.9	15.4	0.0	15.4
	4	27	100.0	30.8	57.7	11.5	0.0	11.5
	5	32	96.9	37.9	55.2	6.9	0.0	6.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	26	92.3	22.7	45.5	31.8	0.0	31.8
	4	18	94.4	18.8	62.5	18.8	0.0	18.8
	5	23	91.3	25.0	60.0	15.0	0.0	15.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	16	100.0	15.4	76.9	0.0	7.7	7.7
	4	27	100.0	38.5	42.3	11.5	7.7	19.2
	5	32	96.9	34.5	58.6	6.9	0.0	6.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	26	92.3	0.0	59.1	36.4	4.5	40.9
	4	18	94.4	37.5	56.3	6.3	0.0	6.3
	5	23	91.3	10.0	65.0	20.0	5.0	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	16	100.0	61.5	38.5	0.0	0.0	0.0
	4	27	100.0	73.1	19.2	7.7	0.0	7.7
	5	32	96.9	72.4	17.2	3.4	6.9	10.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	26	96.2	47.8	43.5	8.7	0.0	8.7
	4	18	94.4	56.3	31.3	6.3	6.3	12.5
	5	23	91.3	72.7	22.7	4.5	0.0	4.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	16	100.0	23.1	76.9	0.0	0.0	0.0
	4	27	100.0	50.0	34.6	11.5	3.8	15.4
	5	32	96.9	58.6	34.5	3.4	3.4	6.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	26	96.2	17.4	56.5	26.1	0.0	26.1
	4	18	94.4	31.3	68.8	0.0	0.0	0.0
	5	23	91.3	40.9	45.5	4.5	9.1	13.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 207)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	6.2%	Down from 7.3%	3.8%	2.8%
Attendance rate	95.5%	Down from 96.1%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.1%	Up from 5.4%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	6.1%	Up from 5.4%	0.0%	0.0%
Eligible for gifted and talented	3.0%	Up from 2.5%	5.8%	10.4%
On academic plans	67.5%	N/AV	44.0%	33.6%
On academic probation	8.7%	N/AV	0.0%	1.0%
With disabilities other than speech	6.7%	Down from 10.8%	8.1%	7.5%
Older than usual for grade	1.6%	Down from 3.9%	1.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 21)				
Teachers with advanced degrees	52.4%	Down from 55.0%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	21.5%	N/A	3.4%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	76.4%	Down from 83.6%	86.9%	87.3%
Teacher attendance rate	96.3%	Up from 92.3%	94.7%	94.9%
Average teacher salary	\$42,580	Down 3.7%	\$41,658	\$42,485
Prof. development days/teacher	13.4 days	Down from 22.1 days	13.5 days	13.3 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	14.5 to 1	Up from 14.2 to 1	17.5 to 1	18.6 to 1
Prime instructional time	90.3%	Up from 87.2%	89.3%	89.7%
Dollars spent per pupil*	\$10,441	Up 10.7%	\$6,923	\$6,557
Percent of expenditures for teacher salaries*	52.1%	Down from 59.8%	62.8%	64.0%
Percent of expenditures for instruction*	58.3%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Good	Up from Average	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Innovation, creativity, and flexibility are the key factors to the academic success of the students at Murray LaSaine. During weekly meetings, teachers implemented and monitored the CCSD Coherent Curriculum with the support of the teacher coach. The Comprehensive School Reform Grant allowed the enhancement of the math and reading curriculum with computer assisted learning for students. Reduction in class size afforded teachers the opportunity to differentiate instruction for all students. Through inclusion and flexible grouping, students were able to interact with a variety of core academic areas using a multisensory approach to learning. A science lab enables students to use inquiry skills on a consistent basis and have real-life experiences.

Learning at Murray LaSaine is supported by an ESOL coach, a school-based psychologist, part-time guidance, and a student support specialist as well as a 21st Century Afterschool Program. The ESOL coach provides one-on-one assistance to students with language barriers. The school psychologist facilitates the use of DIBELS (Dynamic Indicators of Basic Early Literacy) and Core Team Interventions. This includes monitoring district guidelines as they apply to the school and its special education programs. The guidance counselor and student support specialist work hand-in-hand to implement the use of Positive Behavior Supports with teachers and students. Learning does not stop when the bell rings. The 21st Century Afterschool Program reinforces basic skills and exposes students to a variety of cultural and social activities.

Parents, volunteers, and community members play a vital role in the educational success of all students. At Murray LaSaine, we are particularly fortunate. An active PTA and a wealth of volunteers from the community, especially neighboring churches, provide optimal learning experiences.

Murray LaSaine's learning environment fosters students' life-long love of learning and empowers them to achieve Academic Performance Excellence.

Lara Latto, Interim Principal
Jada Bright, SIC President

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	18	20	21
Percent satisfied with learning environment	66.7%	100.0%	94.7%
Percent satisfied with social and physical environment	66.7%	95.0%	90.5%
Percent satisfied with school-home relations	55.6%	95.0%	90.5%

*Only students at the highest elementary school grade level at this school and their parents were included.